

DEPARTMENT OF EDUCATION AND
EARLY CHILDHOOD DEVELOPMENT

MINISTÈRE DE L'ÉDUCATION ET DU
DÉVELOPPEMENT DE LA PETITE ENFANCE

Annual Report

Rapport annuel

2012-2013



*Prince
Edward
Island*
CANADA

*Île-du-
Prince-
Édouard*
CANADA



Annual Report
*Department of Education
and Early Childhood Development*
1 April 2011 to 31 March 2012



Rapport Annuel
*Ministère de l'Éducation et
Développement de la petite enfance*
Du 1^{er} avril 2011 au 31 mars 2012

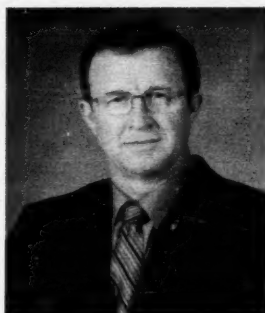
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MINISTER'S MESSAGE MESSAGE DU MINISTRE

To the Honourable H. Frank Lewis
Lieutenant Governor
Province of Prince Edward Island

Présenté à l'honorable H. Frank Lewis
Lieutenant-gouverneur
de l'Île-du-Prince-Édouard

Your Honour:

Votre Honneur,

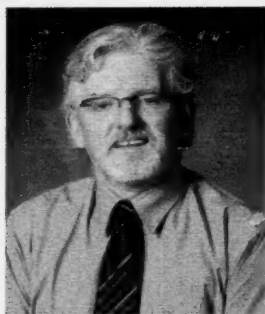
It is my privilege to submit the Annual Report
for the Department of Education and Early
Childhood Development for the fiscal year
ended March 31, 2013.

J'ai le privilège de soumettre le rapport annuel
du ministère de l'Éducation et du
Développement de la petite enfance pour
l'exercice financier se terminant le 31 mars
2013.

Respectfully submitted,

Respectueusement soumis,

J. Alan McIsaac
Minister of Education and Early Childhood Development
Ministre de l'Éducation et du Développement de la petite enfance



DEPUTY MINISTER'S MESSAGE MESSAGE DU SOUS-MINISTRE

To the Honourable J. Alan McIsaac
Minister of Education and Early Childhood
Development
Province of Prince Edward Island

Honourable Minister:

It is my pleasure to present the annual report of the Department of Education and Early Childhood Development for the fiscal year April 1st, 2012 to March 31st, 2013.

This was a busy year for Departmental staff and our partners in the education and early childhood development system. A number of program initiatives were started or were continued to support the Department's priorities of ensuring that children benefit from high quality learning experiences, achieving excellence in child and student learning outcomes, and improving organizational effectiveness. The Department's structure and role has changed, with certain functions being transferred to the school boards and with an enhancement of the Department's capacity to support instructional development and student achievement. At the school board level, the English Language School Board was established to continue the valuable work of the former Eastern School District and Western School Board in providing students with necessary skills to succeed in a competitive society and environment.

Présenté à l'honorable J. Alan McIsaac
Ministre de l'Éducation et du Développement
de la petite enfance
Province de l'Île-du-Prince-Édouard

Monsieur le Ministre,

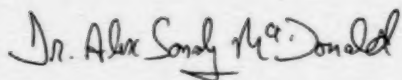
C'est avec plaisir que je vous présente le rapport annuel du ministère de l'Éducation et du Développement de la petite enfance pour l'exercice allant du 1^{er} avril 2012 au 31 mars 2013.

L'année a été fort occupée pour le personnel ministériel et nos partenaires du système d'éducation et de développement de la petite enfance. Des initiatives ont été entamées ou poursuivies afin d'appuyer les priorités du Ministère, soit assurer que les enfants profitent d'expériences d'apprentissage de grande qualité, atteindre l'excellence quant aux résultats d'apprentissage des enfants et des élèves et améliorer l'efficacité organisationnelle. La structure et le rôle du Ministère ont changé; certaines fonctions ont été transférées aux commissions scolaires et la capacité du Ministère a été améliorée en vue d'appuyer le développement pédagogique et le rendement des élèves. Quant aux commissions scolaires, l'on a établi la Commission scolaire, de langue anglaise afin de poursuivre le travail inestimable des anciennes Commission scolaire de l'est et Commission scolaire de l'ouest qui

Improvement in how we deliver education and early childhood development are critical in light of the Government's direction to limit growth in expenditures for education and early childhood development. I'm pleased to report that Department staff and education partners are meeting this challenge with tremendous commitment and dedication to the success of children and students.

fournissent aux élèves les compétences nécessaires pour réussir dans une société et dans un environnement compétitifs.

Il faut maintenant améliorer nos moyens d'offrir des services d'enseignement et de développement de la petite enfance malgré les coupures qu'effectue le gouvernement dans ce domaine d'activité. Je suis heureux de signaler que le personnel du ministère et les partenaires en éducation relèvent ce défi, faisant preuve d'engagement et de dévouement profonds au succès des enfants et des élèves.



Dr. Alex (Sandy) MacDonald
Deputy Minister of Education and Early Childhood Development
La sous-ministre de l'Éducation et du Développement de la petite enfance

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT IN 2012-2013

This annual report presents the Department of Education and Early Childhood Development's progress towards meeting its objectives in the 2012-2013 fiscal year.

The 2012-2013 Annual Report is presented in relation to priorities and strategies developed through a consultative process started in late 2010, and demonstrates the Department's commitment to evidence-based governance and accountability.

VISION, VALUES, AND PRIORITIES

Department Vision

All children and students achieve to their full potential

Department Values

Collaboration

Importance is placed on teamwork to produce excellent results as partners work collaboratively to achieve a common goal

Innovation

While every innovation has some associated risk, innovation allows systems to improve continuously and to better support higher child and student achievement

Quality and Excellence

High expectations of children, students and employees engender high quality work and excellent results

Accountability

Individual accountability for results ensures that employee effort remains focused on achieving results

Department Priorities

The Department of Education and Early Childhood Development is focused on three priority areas:

- 1** Ensure young children in Prince Edward Island benefit from high quality early learning experiences
- 2** Achieve excellence in child and student learning outcomes
- 3** Improve organizational effectiveness to support child and student success

PERFORMANCE IN 2012-2013

In 2012-2013, the Department of Education and Early Childhood Development pursued its objectives through key priorities and strategies.

DEPARTMENT PRIORITY 1

Ensure PEI's young children benefit from high quality early learning experiences

STRATEGY 1

Support families, allowing young children to meet developmental milestones

Autism Funding

Preschool Autism funding is provided to families and Early Years Centres to employ Autism Assistants who provide direct instruction under the supervision of an Early Years Autism Specialist. In 2012-2013, Preschool Autism funding was provided to the families of 19 children enrolled in the Early Years Autism Service.

School-Age Autism funding is provided to assist families with the cost of employing an aide to encourage involvement with peers in the community and provide tutoring to build on school-based learning. In 2012-2013, School-Age Autism funding was provided to the families of 137 children, representing 53.5% of the total number of children with Autism Spectrum Disorder (ASD) in PEI public schools.

Table 1: School-Age Children with ASD Receiving Autism Funding

School Board	Students with ASD in School System	Students Receiving School-Age Autism Funding
ELSB	246	137 (53.5%)
CSLF	10	
Total	256	

Increase Infant and Child Care Spaces

The Department continued to invest in initiatives that increases quality, accessibility, and affordability of early childhood care and education. As part of the Preschool Excellence Initiative introduced in 2010-2011, Early Years Centres are required to offer spaces for infants. Access to infant spaces has increased significantly since the implementation of the Preschool Excellence Initiative. Overall, infant spaces increased by 51% across the province in 2011-2012 (from 182 to 275 spaces), and increased again by 3.3% in 2012-2013 (from 275 to 284 spaces). Non-infant child care spaces, including preschool and school-aged programs, increased in 2012-2013 after a slight decrease in 2011-2012. Demand for non-infant child care spaces is not as high as demand for infant spaces, and currently there are more spaces available than are being filled. Infant spaces remain an area where demand for spaces is high.

Best Start Program

Best Start is a voluntary in-home visiting program that identifies and provides services to families who face challenges and can benefit from additional support. Families participating in the Best Start program may be experiencing a variety of social, economic, and educational

challenges. Best Start is offered by CHANCES Family Centre in partnership with the Department of Education and Early Childhood Development, Public Health Nursing, and five other Family Resource Centres across PEI. Public Health nurses screen and assess all infants at birth. In 2012-2013 the duration of assistance from the Best Start program was increased from 24 months to 36 months. Approximately 400 families participated in the program in 2012-2013.



Education and Early Childhood Development Minister, Alan McIsaac, CHANCES Board Chair, Verna Bruce, Premier Robert Ghiz, and Health and Wellness Minister, Doug Currie, celebrate the expansion of the Best Start program with families who participate in the program.

Family Resource Centres

Family Resource Centres reach over one-third of the most vulnerable families in PEI and contribute substantially to early childhood development through a variety of programs and supports. A Joint Management Committee of the Public Health Agency of Canada and the province establishes provincial priorities for these programs. Federal funding has been extended to March, 2014, and includes the following:

- \$1.2 million: Community Action Program for Children (CAPC) to reduce risks to young children in areas of health, social development, and educational readiness
- \$535,000: Canada Prenatal Nutrition Program (CPNP) to reduce the incidence of unhealthy birth weights, promote the growth of healthy babies, and improve the health of at-risk pregnant women

There are seven Family Resource Centres in PEI, including:

- Cap Enfants, Wellington
- CHANCES Family Centre, Charlottetown
- Family First, Montague
- The Family Place, Summerside
- Kids West, Alberton
- Main Street Family Resource Centre, Souris
- Mi'kmaq Family Resource Centre, Charlottetown

STRATEGY 2

Support children in meeting developmental milestones

Early Years Evaluation - Direct Assessment (EYE-DA)

The EYE-DA is a developmental screening tool administered to all children before entering kindergarten. It is not a performance screen, but is used to identify potential academic or developmental delays, and looks at each child in relation to his or her peers at the same age level in five developmental domains:

- Awareness of Self and Environment
- Social Skills and Behaviour
- Cognitive Skills
- Language and Communication
- Physical Development

Results are generated for each student and are shared with the parent(s) before they enter kindergarten. The most recent EYE-DA was administered in May, 2011 for children entering

kindergarten in September, 2012. Results were as follows:

- 75% of children were experiencing age-appropriate development
- 13% were experiencing some difficulty
- 12% were experiencing significant difficulty

Early Years Evaluation - Teacher Assessment (EYE-TA)

The EYE-TA is an observational survey administered to kindergarten teachers in October and February. It provides a systematic framework teachers use during the kindergarten year to structure frequent observations and informal assessments on the same five developmental areas as the EYE-DA (Awareness of Self and Environment, Social Skills and Behaviour, Cognitive Skills, Language and Communication, and Physical Development). The assessment provides class-level results.

Twenty-five (25) facilitators with early childhood and education experience were trained to administer the EYE-TA in 2012. The third cycle of the EYE-TA was administered in April 2012 at a total cost of approximately \$100,000.

Learning Disability Strategy

The Learning Disability Strategy is a multi-year action plan focusing on early identification of learning disabilities and early intervention through a coordinated provincial approach, increased professional capacity, and increased public and family awareness and knowledge. The Education Response to Intervention (RTI) Advisory Committee has field-tested RTI, which is a framework to help identify struggling students and provide them with appropriate support. Strategies for further roll-out of the testing initiative will continue to be established.

Reading Recovery® Program

Reading Recovery® is an early intervention program for Grade 1 children struggling with literacy. Reading Recovery® teachers provide

individually designed series of lessons approximately 12-20 weeks in length to support students to reach average literacy levels, thus closing the achievement gap and allowing them better access to the regular classroom curriculum. The skills, strategies, and assessment tools utilized in Reading Recovery® closely align with classroom practice.

On average, 70% of PEI Reading Recovery® students successfully complete the program and reach average levels in their class.

Table 2: Reading Recovery® Participation Rates

Year	Percentage of Eligible Grade 1 Children	Range of Eligibility Percentage per School
2010-2011	19%	9% - 45%
2011-2012	23%	14% - 50%
2012-2013	21%	11% - 53%

Early Years Autism Service

The Early Years Autism Service utilizes the principles of Applied Behavioural Analysis (ABA) to provide Intensive Behavioural Intervention (IBI) service to preschool children diagnosed with autism. Some children who continue to need highly individualized instruction at school entry may receive Intensive Kindergarten Support (IKS), a school-based service, with weekly consults from an Early Years Autism Specialist.

Table 3: Children with ASD Receiving Service

Yea	IBI	IKS	Wait List for IBI
2012-2013	19	12	15

The figures in Table 3 vary throughout the year. The above figures are current as of March 2013. Children on the wait list for IBI service have access to other supports through the Disability Support program, Speech and Language services, and Special Needs funding for licensed centres.

In total, 29 preschool children and approximately 20 school-aged children were diagnosed with ASD in 2012-2013. All children referred prior to July 2012 are either currently receiving IBI services or have since entered school. Children diagnosed in or after November, 2012 will likely not be enrolled in IBI service until the summer or fall of 2013.

Early Learning Framework

The Early Learning Framework (ELF) is a curriculum framework that focuses on four

main learning goals: well-being, exploration and discovery, expression and communication, and social and personal responsibility. The ELF is guided by three learning principals: relationships, environment, and experiences. The ELF was piloted in all Early Years Centres in 2011-2012 and was implemented in 2012-2013. In-service training was provided on the ELF to all directors and staff of Early Years Centres. Early Childhood Coaches continue to provide ELF support to Early Years Centre staff.

STRATEGY 3

Increase employee effectiveness

Certification and Standards Board Policies

Certification and Standards Board policies were approved by the Minister of Education and Early Childhood Development in 2012-2013 to create an additional designation in Inclusive Education and an additional designation in School Counseling. Teachers with additional studies in Inclusive Education or teachers who qualify as school counselors may apply to have these additional designations applied to their teacher's certificates, as appropriate. These additional designations will assist employers in identifying teachers with specific qualifications, and will provide pathways to teachers pursuing additional specializations.

A Certification and Standards Board policy approved by the Minister requires the Registrar to assign a category to a teacher's certificate such as elementary, intermediate or senior. The category assigned is determined by the area of specialization completed by the teacher in their initial pre-service teacher education program. Inclusion of this additional information on a teacher's certificate will assist employers in matching teacher assignments to teacher qualifications.

A Language Proficiency policy approved by the Minister in 2012-2013 outlines the level of language proficiency required of applicants for a teacher's certificate whose main language of study was not either English or French.

Foreign Qualifications Recognition Project

A major Foreign Qualifications Recognition project concluded in August 2012. Funded through the Department of Innovation and Advanced Learning, staff of the Office of the Registrar produced several resources, including:

- a resource guide for internationally educated teachers containing useful information on teacher certification and the PEI public school system
- 21 fact sheets with specific information on countries from which the Office of the Registrar most commonly receives applications
- a comprehensive country-specific reference manual for use by the Office of the Registrar
- a library resource centre containing useful reference documents on international credential evaluation

This project has made a substantial contribution to the capacity of the Office of the Registrar to evaluate applications submitted by foreign-educated teachers. Additionally, it provides valuable assistance to internationally educated teachers who wish to become certified to teach in PEI.

Kindergarten Teacher Transition Program

In 2010, the Department partnered with the UPEI Faculty of Education to create a Bachelor of Education - Kindergarten program to facilitate the transitioning of kindergarten teachers from

the private system into the public system. Initially, 87 applicants were issued a Kindergarten Teacher Letter of Authority. Eighty-one (81) teachers applied to have their Kindergarten Teacher Letter of Authority renewed in 2012-2013. Upon completion of the Bachelor of Education - Kindergarten program, successful teachers will be issued an Early Year's Teacher's Certificate, which will permit instruction at the kindergarten to Grade 2 levels.



David MacDonald and Tracey Nichol-MacDonald join their son Hunter MacDonald at a Welcome to Kindergarten

DEPARTMENT PRIORITY 2

Achieve excellence in child and student learning outcomes

STRATEGY 1

Support and challenge children and students to achieve curricular outcomes

Curriculum Development Process

Curriculum includes an outline of courses and content to be covered at all grade levels, and includes outcomes that specify what students are expected to know and be able to do after learning the content.

In Canada, education is a provincial and territorial responsibility. In PEI, curricula are rarely developed from a blank slate. Curriculum specialists work closely with partners in the Atlantic provinces through the Council of Atlantic Ministers of Education and Training (CAMET) to develop curricula for PEI students.

Provinces and territories work collaboratively in order to strengthen efforts, improve efficiencies, and ensure that curricula are consistent and reflective of Canadian culture. Core curricula (mathematics, language arts, science) share many similarities across Canada. This is reflected in the ability for provinces and territories to participate in national student assessments like the Pan-Canadian Assessment Program (PCAP).

Curriculum is now being developed and implemented in approximately 40 courses in mathematics, language arts, science, visual arts, physical education, social studies, career and technical education, and many more subjects from kindergarten to Grade 12. Each year, new resources, updates to curricula, and entirely new curricula are developed in response to new research and best practices, in order to provide students with optimal learning resources and improve student outcomes.

Table 4: New and Revised Curriculum, English Programs, 2012-2013

Subject Area	Grades	Type
Agriscience and Animal Science	12	Implementation
Career Education and Personal Development	11-12	Pilot
Culinary Skills	11-12	Implementation
Drama	10-12	Pilot
English	11	Resources
Foods and Nutrition Science	10	Implementation
Language Arts (English and French Immersion)	6 and 9	Implementation
Mathematics	11	Implementation
	12	Pilot
Mi'kmaq Language	8	Pilot
Peer Helping	10-12	Implementation
Physical Education	7-9	Implementation
Robotics	11-12	Implementation
Science	1-2	Implementation
	3, 4, 7, 8	Pilot
Social Studies	5	Implementation
Visual Arts	4-6	Implementation

Table 5: New and Revised Curriculum, French Programs, 2012-2013

Subject Area	Grades	Type
Enhanced French	12	Pilot
English as a Second Language	4-9	Resources
French Immersion Language Arts	1-2	Resources
	7-12	Resources
French First Language	7-8	Pilot
Mathematics	12	Pilot
Music	M-6	Pilot
Science	1-2	Resources
	11-12	Implementation
Social Studies	10	Pilot
	9 and 12	Implementation



Education and Early Childhood Development Minister, Alan McIsaac, discusses the new Agriscience curriculum with Grade 12 students Spencer MacKinnon and Brodie Clarkin at Bluefield High School.

Aboriginal and Diversity Education

Work is ongoing within the Department to ensure that curriculum and resources appropriately reflect the diverse nature of classrooms in PEI. The Department is represented on the Tripartite Education Forum, part of the Tripartite Partnership between the Department, the Mi'kmaq Confederacy of PEI (MCPEI), and Aboriginal Affairs and Northern Development Canada (AANDC). Major strategic objectives of the Tripartite Education Forum include:

- Improving the transition process for Aboriginal students in PEI
- Implementing more culturally relevant programs and curricula
- Improving data collection
- Deepening the collaborative working relationship with MCPEI, the First Nations, and AANDC

The Department is moving forward with meeting those objectives through several initiatives, including:

- Mi'kmaq Language Curriculum; piloted in Grades 7 to 9 at Hernewood Intermediate school between 2011-2012 and 2013-2014.
- Collaborating with MCPEI in the development of a Mi'kmaq Traveling Exhibit to create links with the Department's curriculum outcomes and ensure accessibility to all students
- Working with the Lennox Island First Nation to establish an Early Childhood Centre in that community, in addition to the Early Childhood Centre already established in the Abegweit First Nation in Scotchfort

English as an Additional Language / French as an Additional Language Support

The English as an Additional Language / French as an Additional Language (EAL/FAL) unit provides support, orientation sessions, language assessments, and information to

children born in countries other than Canada or who have a home language other than English or French. The unit also provides workshops and seminars for public school educators. The EAL/FAL unit was transferred to the school boards in 2012-2013, ensuring direct service providers are more closely associated with their clients.

Table 6: Number of EAL/FAL Students in 2012-2013

School Board	Number of Students	Percentage
ELSB	803	98.6%
CSLF	11	1.4%
Total	814	100%

Additional EAL/FAL statistics include:

- 169 new students registered since the first week of September, 2012
- 99 students with Refugee status (19 new registrants in 2012-2013)
- Approximately 260 students receiving Itinerant Teacher support
- 60 students taking EAL/FAL courses at the high school level
- 53% of the students receiving Itinerant Teacher support are at the beginner level of language proficiency in 2012-2013 (compared to 62% in 2011-2012)
- 48 EAL/FAL students are in kindergarten, but their language proficiency will not be assessed until the end of the 2012-2013 school year
- New arrivals are predominantly from China, India, Korea, Nepal, Sri Lanka, United Kingdom, and United States



In celebration of Pink Shirt Day, almost 600 students from Glen Stewart Elementary dressed in pink and voiced their anti-bullying support.

STRATEGY 2

Ensure employees have the knowledge and skills necessary to support high child and student achievement

Provincial Common Assessments

Provincial Common Assessments measure a student's day-to-day performance and provide timely information for students, teachers, and parents to support student learning. PEI

common assessments differ from standardized tests. They do not involve comparisons with other provinces and are developed in PEI by our own teachers based on the curriculum that students are learning every day.

Table 7: Provincial Common Assessment Results, Primary (Grade 3), 2010-2011 to 2012-2013

Assessment	Grade	Language	Results		
			2010-2011	2011-2012	2012-2013
Literacy (Reading Comprehension)	3	English	90% at or approaching the standard	92% at or approaching the standard	91% at or approaching the standard
	3	French Immersion	76% at or approaching the standard	74% at or approaching the standard	83% at or approaching the standard
	3	French First Language	85% at or approaching the standard	76% at or approaching the standard	72% at or approaching the standard
Literacy (Writing) Personal Expressive Transactional Personal Expressive Personal Expressive	3	English	79% at the standard	79% at the standard	62% at the standard
	3	English	71% at the standard	67% at the standard	71% at the standard
	3	French Immersion	65% at the standard	64% at the standard	58% at the standard
	3	French First Language	67% at the standard	57% at the standard	51% at the standard
Mathematics	3	English, French Immersion, and French First Language	83% at or approaching the standard	77% at or approaching the standard	Not available

Table 8: Provincial Common Assessment Results, Elementary (Grade 6), 2010-2011 to 2012-2013

Elementary - Grade 6					
Assessment	Grade	Language	Results		
			2010-2011	2011-2012	2012-2013
Literacy (Reading Comprehension)	6	English	74% at or approaching the standard	84% at or approaching the standard	83% at or approaching the standard
Literacy (Writing) Personal Expressive Transactional	6	English	72% at the standard	79% at the standard	74% at the standard
	6	English	66% at the standard	77% at the standard	76% at the standard
Mathematics	6	English, French Immersion, and French First Language	n/a	n/a	61% at or approaching the standard

Table 9: Provincial Common Assessment Results, Intermediate (Grade 9), 2010-2011 to 2012-2013

Intermediate - Grade 9					
Assessment	Grade	Language	Results		
			2010-2011	2011-2012	2012-2013
Literacy (Reading Comprehension)	9	English	n/a	n/a	79% at or approaching the standard
Literacy (Writing)	9	English	n/a	n/a	69% at the standard
Mathematics	9	English, French Immersion, and French First Language	n/a	n/a	68% at or approaching the standard

Program for International Student Assessment (PISA)

The PISA is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) of 15-year-old students' performance in reading, mathematics, and science. Canada has participated in the PISA since its introduction in 2000, and the data from PISA are used to both assess the impact of education quality on income and growth and to understand what causes differences in achievement across nations. The PISA is

administered every three years. The most recent assessment was administered in 2012, with results to be released in December, 2013.

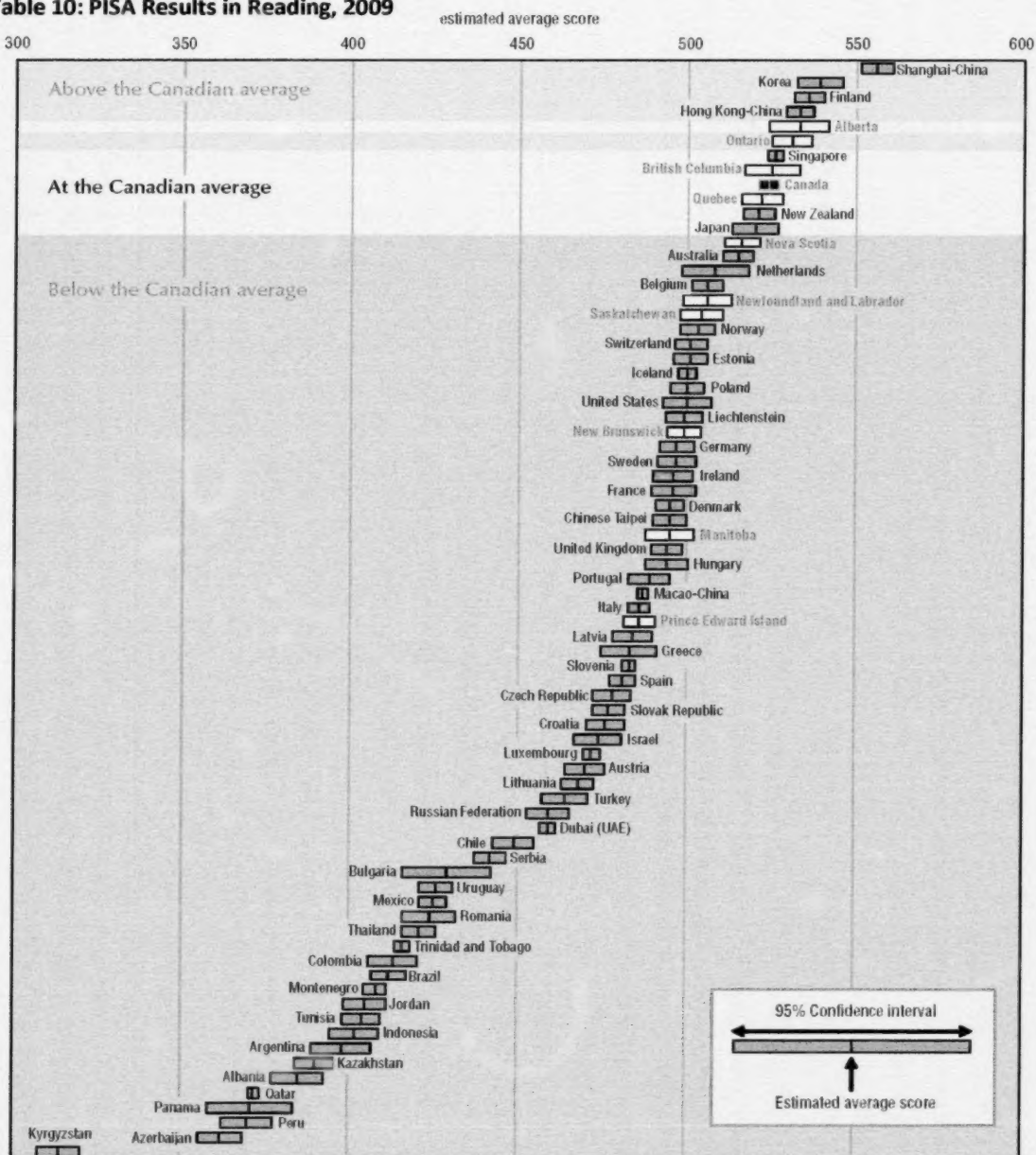
PISA Participation in 2012:

- PEI: 1290 students from 28 schools participated
- Canada: Over 22,000 students participated
- Internationally: 65 countries participate worldwide
- Major domain: Mathematics

Each PISA administration features one subject (Mathematics, Reading, or Science) as the major domain, with a minor focus on the other two subjects. In 2009, the most recent year for which results are available, Reading was the major domain. Table 10 shows Canada and the

provinces in relation to a selection of other countries that participated in the 2009 PISA administration (higher numbers equal higher performance). Prince Edward Island, with an average score of 486, falls below the average Canadian score of 524.

Table 10: PISA Results in Reading, 2009



Pan-Canadian Assessment Program (PCAP)

The PCAP assesses the performance of Grade 8 students in Mathematics, Reading, and Science every three years. The information gained from this pan-Canadian assessment provides ministers of education with a basis for examining the curriculum and other aspects of their school systems, and informs Canadians about how well their education systems are meeting the needs of students and society.

Mathematics was the major domain in the most recent PCAP administered in 2010. In 2013, Science will be the major domain assessed. Approximately 1200 schools will be involved, and 30,000 students will write the assessment in either English or French. Data from the 2010 administration suggest that overall performance declined somewhat from 2007, in particular in

French-language school systems. There was no significant difference in the performance of girls and boys at the national level in Mathematics. As in 2007, girls in 2010 continue to outperform boys in Reading and Science. Over 90% of Canadian students in Grade 8 in 2010 were achieving at or above their expected level of performance in Mathematics. Almost half are achieving above their expected level.

PCAP Participation in 2010:

- PEI: 484 of 510 eligible students participated
- Canada: Over 32,000 participated
- Total Cost: \$1,325,000 nationally (shared proportionally)
- PEI's Cost: \$20,833 annually

Table 11: PCAP Results in Mathematics, 2010

Jurisdiction	Mean Score	95% Confidence Interval
British Columbia	481	3.6
Alberta	495	4.0
Saskatchewan	474	3.8
Manitoba	468	4.2
Ontario	507	4.0
Québec	515	3.9
New Brunswick	478	3.9
Nova Scotia	474	3.9
Prince Edward Island	460	8.3
Newfoundland and Labrador	472	5.2
Yukon	469	7.7
Canada	500	2.2

Table 12: PCAP Participation Rate, 2010

Jurisdiction	Number of Eligible Participants	Number of Actual Participants	Participation Rate
British Columbia	3807	3559	93.5%
Alberta	3799	3515	92.5%
Saskatchewan	3065	2918	95.2%
Manitoba	3376	3110	92.1%
Ontario	6145	5883	95.7%
Québec	5682	5237	92.2%
New Brunswick	2818	2664	94.5%
Nova Scotia	3043	2843	93.4%
Prince Edward Island	510	484	94.9%
Newfoundland and Labrador	2017	1861	92.3%
Yukon	345	305	88.4%
Canada	34607	32379	93.6%

Play-Based Curriculum Professional Development

In 2012-2013, professional development sessions focusing on the kindergarten play-based integrated curriculum, purpose of play, and the learning environment were provided for Department and senior staff, school administrators, and teachers.

Professional Development and In-Service for Educators

The Department provides professional development opportunities for educators in new and revised curricula, the use of new

technologies in the classroom (SMARTBoard training, for example), and other programs such as Reading Recovery®, as necessary. In-service programs are developed and presented by Curriculum Specialists. Tables 13 and 14 provide an overview of in-service sessions held during the 2012-2013 year, by subject area and grade. The number of educators who attended the sessions is an approximation for the 2012-2013 year. Grade information was not available for some in-services that were open sessions; in these cases the grade field has been left blank.

Table 13: English In-Service, 2012-2013

Subject Area	Grade	Approximate Number of Educators Present
Kindergarten	K	221
Visual Arts/Music	1-6	150
Visual Arts/Music	7-12	18
Mathematics	1-6	13
Mathematics	7-12	135
Language Arts	1-6	408
Language Arts	7-12	235
Science	1-6	39
Science	7-12	60
Physical Education/Health	1-6	50
Physical Education/Health	7-12	77
Social Studies	1-6	124
Reading Recovery	1-6	167
Career Education	7-12	51

Table 14: French In-Service, 2012-2013

Subject Area	Grade	Approximate Number of Educators Present
Core French	4	21
French and Immersion	K	100
French as a Second Language	4-9	27
French Immersion Arts	1-12	100
French Immersion Secondary	7-12	108
French Language Arts	7-12	59
French Math/Science	5-12	50
History	10	13
Literacy	K-6	7
Mathematics		20
Music		80
Reading Recovery	1-6	95
Science		11
Social Studies	8-9	52
Student Support	K-6	19

STRATEGY 3

Provide optimal learning environments for children and students

School Construction/Physical Infrastructure Projects

Several capital projects were initiated in the 2012-2013 year to ensure Island students are provided optimal physical environments conducive to learning and achievement.

- **Spring Park Elementary:** A new Spring Park Elementary school was proposed following the discovery of water infiltration issues in 2011. The new 66,000 square foot, \$10 million facility was completed in 2013 and officially opened April 15th, 2013. Features of the new school include learning, resource, and literacy centres, a health services room, a project-based learning studio, meeting and convention rooms, a multipurpose room, a kitchen, and a teacher planning room. There are SMARTboards in all classrooms, FM sound reinforcement systems to support students with hearing disabilities, and WiFi throughout the building.
- **Montague Intermediate School:** Construction began in the spring of 2013 on a 6,100 square foot, \$1.3 million expansion to Montague Intermediate School. The addition will include new space for woodworking, metals, and visual arts, as well as an instructor's office, a computer lab, and an expansion of the multipurpose room. A new band room will feature four practice rooms, a music instructor's office, and a sound studio.
- **École François-Buote and Carrefour de l'Isle-Saint-Jean:** Construction began on a 15,000 square foot addition/6,000 square foot renovation to École François-Buote and Carrefour de l'Isle-Saint-Jean community centre at a budget of \$3.9 million. The addition and renovation includes two new classrooms, a trades technology section for technical education, carpentry, motor vehicle repair, and welding, and new and renovated Early Years Centre space, community offices and meeting rooms, and kitchen storage and lounge area.
- **Souris K-12 School:** Plans were finalized for the 120,000 square foot, \$20 million Souris K-12 school to replace the existing Souris Consolidated and Souris Regional High schools. More than half the new space will be new construction, and the remaining space will be completely upgraded. The K-12 school will have a new K-6 academic wing, a culinary teaching area, enhanced IT and trades spaces, two gymnasiums, and three playgrounds. Construction commenced on the Souris K-12 school in May, 2013.



Spring Park Elementary school aerial photo, 2012.

Specialization Program for Francophone High Schools

The Department completed a three-year pilot of a high school specialization program at École Évangéline. This program allows students to explore various career paths through their curriculum and offers a component on community-based learning experiences, as well as work experience in a specialized sector. École François-Buote piloted the specialization program in the 2012-2013 year and the Department continues to work with other schools who wish to implement the program.

School Health Action Planning and Evaluation System / Youth Smoking Survey (SHAPES/YSS)

Research has shown that health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. SHAPES/YSS is a data collection and knowledge exchange system that is designed to measure and monitor youth health across PEI. SHAPES/YSS uses school-based surveys to ask students about physical activity, healthy eating, mental fitness, and tobacco, alcohol, and drug use. In 2012-2013, the Department committed \$58,800 in funding to implement SHAPES/YSS in partnership with the University of Prince Edward Island, Health Canada, and the Department of Health and Wellness, which committed \$30,000 in 2012-2013.

SHAPES/YSS consists of several programs and initiatives.

Biennial student health behaviour survey:

- Third implementation in 2012-2013
- 85-90% school participation rate annually
- Asks students in Grades 5 to 12 about their knowledge, attitudes, and behaviours related to healthy eating, physical activity, tobacco use, positive mental health, and bullying

Health profile reports:

- All participating schools are provided with a School Health Profile Report, which reflects students' survey responses and helps schools identify needs, support planning, and monitor student health behaviour changes over time
- School reports are aggregated to provide school board-level profile reports
- A provincial school health profile report is created to reflect the health behaviours of the 10,000 students surveyed
- The most recent provincial SHAPES/YSS report, which is an aggregate report of all participating schools and reflects a comparison of 2008-09 and 2010-11 data, was released in September 2012

Annual School Health grant:

- Ongoing (since 2009-2010) funding (\$500 to \$1,000 per school) provides support to individual schools to help address specific needs identified in the school health profile reports
- Since 2009, there have been 98 school-based projects funded by this grant program

Table 15: SHAPES-PEI Survey Highlights

Indicator	2008-2009	2010-2011
Healthy Eating	30% ate "other" foods (salty, high fat, etc.)	23% ate "other" foods (salty, high fat, etc.)
Physical Activity	n/a*	45% met current PA guidelines
Tobacco Use	8% current smokers 30% tried smoking	6% current smokers 25% tried smoking
Mental Fitness	66% high MF 34% low-middle MF	69% high MF 31% low-middle MF

*PA guidelines changed between 2008 and 2010; results are not comparable

School Breakfast Program

Food insecurity, defined as the lack of access to affordable, adequate, and nutritious food, has been associated with poorer cognitive functioning, lower academic achievement and test scores, higher rates of absenteeism, increased hyperactivity and aggression, and decreased attentiveness. Since 2008, the Department has provided funding for school breakfast programs in order to encourage healthy eating among students and support positive nutrition habits which have been shown to help improve academic achievement overall. In 2012-2013, approximately 6,000 students are being provided food through a total of 51 programs in PEI schools and alternative education sites.

The program is implemented by the PEI Healthy Eating Alliance, with funding from the Department of Education and Early Childhood Development in the amount of \$100,000. This includes \$56,000 to schools for food, equipment, resources, and coordination, \$27,000 to provide provincial program coordination, and \$17,000 to provide nutrition education and operations.



(L-R) Charly Kelly, Keirsten Boutilier, Jackson Redden, Zander O'Meara, and Kelsi MacKinnon enjoy a healthy meal at Little Wonders Child Care Centre.

Joint Consortium for School Health

The Joint Consortium for School Health (JCSH) was established by provincial, territorial, and federal governments to facilitate and initiate cooperation across health and education sectors. In 2012-2013, the JCSH initiated or implemented several projects to improve school health:

- Supported the School Health Coordinators' Committee (SHCC) to develop strategies and activities for the 2012-2015 Operating Plan to guide the work of the JCSH
- Continued implementation of the Healthy School Planner (HSC), a self-assessment planning tool that schools across Canada can use to assess the health of their school and build a plan for improvements. The tool is newly revised and improved with a Foundational Module focusing on comprehensive school health, and both Express and Detailed modules covering four key topics: healthy eating, physical activity, tobacco use, and positive mental health
- Brought together senior officials from ministries of health and education from across the country to discuss the key link between health and student achievement and the key role schools play

School Sport

Extracurricular, interscholastic and competitive sport activities are coordinated through the PEI School Sport Association and are offered to all levels of students in the province across six age classifications in 65 member schools. In 2012-2013, over 90 provincial championships were offered involving over 10,000 student athletes in 14 teams and individual sports. Support for the PEISAA program was provided by more than 500 volunteer coaches, convened by 24 sport commissioners and a volunteer executive board of directors.

DEPARTMENT PRIORITY 3

Improve organizational effectiveness to support child and student success

STRATEGY 1

Define clear system roles and relationships

School Board Amalgamation

In April, 2012, the provincial government announced that the two English school boards, the Eastern School District and the Western School Board, would be amalgamated into a single English Language School Board in order to provide a more focused and aligned approach for service delivery, reduce duplication, and improve efficiencies and role clarity. The ELSB consists of 57 schools serving over 19,000 children in kindergarten through Grade 12. The ELSB is governed by a group of 12 appointed trustees, and is administered and served by board-based staff operating from various sites across the province, with primary offices in Stratford and Summerside.

Department Restructuring

The Department implemented an organizational restructuring in 2012-2013 to ensure students receive more direct and efficient service, streamline budgets, and promote professional development and student achievement. The former Child and Student Services section, and the English as an Additional Language / French as an Additional Language (EAL/FAL) unit, were transferred to the English Language School Board (ELSB) and La Commission scolaire de langue française (CSLF), ensuring that direct service providers are closer to their clients.

The Department reorganized its divisional structure in 2012-2013 to reflect its renewed emphasis on student achievement and high-quality professional development. The Technology in Education section was dissolved and staff from this section were reassigned to other divisions. The Program Evaluation and Student Assessment section was restructured

into a new Instructional Development and Achievement division. The focus of the new division is teacher learning, principal learning, and increasing student achievement. Initiatives of the upcoming year include:

- Creating a virtual library for PEI educators where curriculum, assessment, instructional strategy, and leadership videos will be housed
- Providing professional development and support to implement a new Grade 10 Language Arts curriculum
- Analyzing and responding to the Provincial Common Assessment data including two new assessments administered in the spring of 2013 (Elementary Mathematics Assessment and Intermediate Literacy Assessment).

PEI School Athletic Association (PEISAA)

The PEISAA is the body responsible for the administration of school sport in PEI according to the rules and expectations of the Department and the provincial school boards, under the auspices of the School Act. In 2012-2013, the PEISAA launched a new version of its website, created an Association Handbook, and implemented recommendations from the 2009 Organizational Review of the PEISAA in order to further clarify its role and ensure the functions of the organization are aligned with the Minister's Directive on the establishment of the PEISAA.

International Fee-Paying Students

The Department is currently developing a PEI K-12 International Education strategy to increase recruitment of international students attending school in PEI, and has received approval to

establish tuition rates that will be competitive within Atlantic Canada in order to pursue this goal. A rigorous student application process and extensive database has been developed to track the intake of international students in PEI schools. The Department established a Coordinator of International Education position in 2012-2013 to develop and implement these initiatives.

Revenue generated from International Fee-Paying Students:

- 2009-2010: \$209,500
- 2010-2011: \$196,320
- 2011-2012: \$274,860
- 2012-2013: \$275,098

Amendments to Legislation

The following amendments were made to legislation under the purview of the Department of Education and Early Childhood Development:

- *An Act to Amend the School Act* (assented to May 2012): this amendment set the election date for school boards, starting in 2014, and replaced a provision respecting the official trustee

- *An Act to Amend the School Act* (assented to November 2012): this amendment provided for the dissolution of the former school boards and establishment of the English Language School Board
- *An Act to Amend the Teachers Superannuation Act* (assented to December 2012): this amendment was respecting members' contributions

PEI Affiliated Schools Program

International schools that have applied to use PEI K-12 curricula and who meet rigorous program requirement may become PEI Affiliated Schools. In 2012-2013, the Department developed the Affiliated Schools Guidelines policy outlining the requirements of international schools applying to offer PEI K-12 curricula. Current PEI Affiliated Schools include the Canadian International School in Tokyo, Japan, and Ganzhou No. 3 Middle School in Jiangxi province, China.

STRATEGY 2

Modify organizational structure to enhance child and student learning

School Calendar Committee

The Department established a School Calendar Committee to review the current school calendar model and offer recommendations. The committee includes representatives from the Department, the English Language School Board, La Commission scolaire de langue française, the PEI Home and School Federation, the PEI Teachers Federation, and the Canadian Union of Public Employees. One of the main recommendations of the committee was to offer more embedded professional learning time, or time for teachers and staff to learn together at

school, with a focus on best practices and the needs of their students. The work of the committee continues in 2013-2014.

High School Course Review

The Department initiated a review of high school courses, in particular local courses offered at specific schools, in an effort to standardize course content and ensure compatibility between high schools in the province.

STRATEGY 3

Monitor and evaluate programs

Issuance of Certificates and Authorizations

In 2012-2013, the following certificates and authorizations were issued to educators in PEI:

Table 16: Issuance of Certificates and Authorizations

Certificate/Authorization	2012
Teacher Certificates - New	151
Teacher Certificates - Upgrades	74
Teacher Certificates - Renewals	158
Substitute Authorizations - Certified	76
Substitute Authorization - Non-Certified	146
Substitute Authorizations - Local Permits	9
Letters of Authority - Kindergarten	81
Letters of Authority - Academic	5
Letters of Authority - Career and Technical Education	1
Statements of Professional Standing	73
Allied Work Experience Approvals	8
Educational Assistant Authorizations - Regular	14
Educational Assistant Authorizations - Substitute	89

School Information, Student Enrolment, and Student-Educator Ratio

Student enrolment reports include school board and provincial summaries, by grade. Enrolment is compiled from data submitted annually from school boards and private schools and represents the number of students, on a headcount basis, attending school on September 30th of the school year. School enrolment reports by school are available on the Reports and Publications section of the Department website (About the Department/Reports and Publications/Annual Student Enrolments).

Overall, student enrolment in PEI decreased by 2% in 2012-2013 compared to 2011-2012, reflecting a continuing trend in declining enrolment. Since 2005-2006, enrolment in Grade 1 to Grade 12 in PEI schools has declined by 13.5%. PEI schools experienced a slight increase in enrolment in the 2010-2011 school year with the transition of kindergarten into the public school system, but the trend of declining enrolment has continued since that time. Overall, kindergarten to Grade 12 enrolment from 2010-2011 to 2012-2013 has declined by 3.5%.

Note: The tables on the following pages refer to the English Language School Board (ELSB). For years prior to 2012-2013, this includes combined statistics for the former Eastern School District and Western School Board.

Table 17: Number of Schools, by Grade Category, PEI, 2012

School Board	Primary Grades K-3	Elementary Grades K-6	Intermediate Grades 7-9	Consolidated Grades K-9	Senior High Grades 7-12	Other Grades K-12	Total
ELSB	2	24	8	13	10	0	57
CSLF	0	0	0	2	0	4	6
Private	0	0	0	1	0	1	2
TOTAL	2	24	8	16	10	5	65

Table 18: Student Enrolment, by Grade, PEI, September 2012

School Board	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELSB	1386	1386	1335	1549	1475	1368	1298	1441	1407	1479	1818	1820	1815	19577
CSLF	77	83	67	73	63	72	61	71	64	44	54	41	59	829
Private	14	15	8	24	16	18	21	16	21	27	11	9	11	211
All Schools	1477	1484	1410	1646	1554	1458	1380	1528	1492	1550	1883	1870	1885	20617
All Public Schools	1463	1469	1402	1622	1538	1440	1359	1512	1471	1523	1872	1861	1874	20406

Table 19: French Immersion Enrolment, PEI, September 2012

School Board	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Female	203	205	182	172	173	158	160	277	232	231	227	206	172	2598
Male	154	161	99	133	133	114	111	187	185	171	155	117	97	1817
Both	357	366	281	305	306	272	271	464	417	402	382	323	269	4415

Table 20: Student-Educator Ratio, PEI Public Schools, 2009 to 2012

Year	Student Enrolment	Full-Time Equivalent Educators	Student-Educator Ratio
2009-10	19955	1536	13.0
2010-11	21169	1670	12.7
2011-12	20831	1670	12.5
2012-13	20406	1634	12.5

DEPARTMENT OVERVIEW

Minister's Role and Responsibilities

The Minister of Education and Early Childhood Development shall:

- Define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island
- Research and assess changing needs, trends and approaches in education and develop and implement strategic plans
- Provide leadership and coordination in developing curriculum, define curriculum, articulate curriculum standards and assess and evaluate programs at each level
- Establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met
- Establish policies for the provision of special education services
- Establish rules respecting the granting of credits, provincial certificates and diplomas
- Establish the school calendar in accordance with the regulations
- Establish an accountability framework for the school system

The Minister of Education and Early Childhood Development may:

- Approve and establish courses of study, including the amount of instruction time
- Approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs
- Prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools
- Approve the conduct of pilot, experimental or local programs in schools
- Establish such policies respecting educational services as the minister considers necessary
- Establish policies respecting the assessment and evaluation of students
- Establish classes and categories of instructional licenses and authorizations to substitute for teachers
- Determine the number and type of positions in each school board
- Take such actions as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*

Deputy Minister's Role and Responsibilities

As a member of the Deputy Ministers' Council within government, the Deputy Minister is accountable to the Premier and to the Minister of Education and Early Childhood Development. The Deputy Minister provides leadership in maintaining or establishing high quality legislation, programs, and policies in public education and early childhood development. The Deputy Minister is responsible for:

- Quality of legislation, regulation, and enforcement of all acts assigned to the Department
- Quality of programs and services in public education and in continuing education and training
- Quality of policies in public education and in continuing education and training
- Public satisfaction with the Department's performance
- Client satisfaction with the Department's programs and services
- Quality of educational and other Departmental outcomes
- Impact of the Department's programs and services on educational, economic, social, and cultural outcomes
- Cost effectiveness of the Department's programs and services and the condition of the Department's finances
- Employee satisfaction and performance
- Occupational health, welfare, and safety of Department employees
- Condition of the Department's physical assets

Legislative Responsibility

Legislation administered by the Department of Education and Early Childhood Development, for which our minister is responsible, includes:

- *Child Care Facilities Act and Regulations*
- *Island Regulatory and Appeals Commission Act (IRAC)*
- *School Act and Regulations*
- *Teachers' Superannuation Act*

Approved Minister's Directives

The following directives were approved during the reporting period:

MS No. 2012-01

School Calendar for the 2012-2013 School Year

MD No. 2012-02

Acceptable Use of Communication and Information Technology (Supersedes MD No. 10-02)

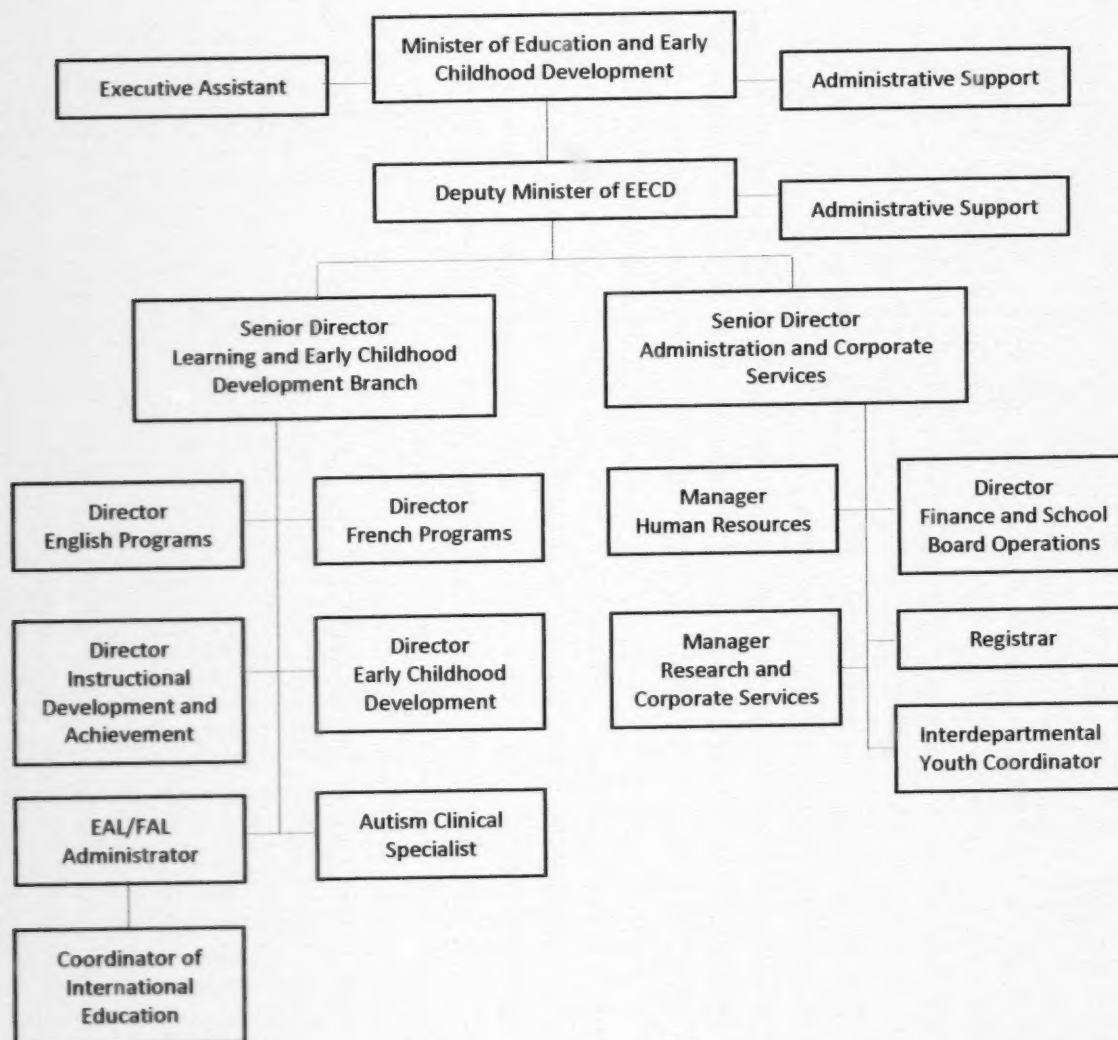
MD No. 2012-03

School Board Staffing and Funding Program for the 2012-2013 School Board Fiscal Year

MD No. 2013-01

Educational Services for Students with Autism Spectrum Disorders

Organizational Chart



Department Divisions

Administration and Corporate Services Branch

The Administration and Corporate Services branch is responsible for the financial and administrative aspects of the Department's mandate. Services include general and financial administration, school board operations, staff certification, and human resources. The Administration and Corporate Services branch consists of one division and several sections and units:

Finance and School Board Operations Division

The Finance and School Board Operations division provides administrative and financial support services to the Department and public school system in compliance with legislation and established government and Department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school sport, school board payroll support, the School Construction and Repair Program, and liaison with school boards. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Research and Corporate Services Section

The Research and Corporate Services section provides support, guidance, and advice to the Department and to educational partners in the areas of applied research, performance measurement, survey work, data management, recorded information management, legislation, privacy matters and access to information, copyright, healthy school communities, strategic planning, and policy development. The section fulfills the Department's responsibility in provincial, regional, and national data collection initiatives, and coordinates the development of legislation.

Human Resources Section

The Human Resources section provides a systematic process for identifying the human resource requirements for the Department to

support fulfilment of its vision, business objectives, and strategic goals. Specific services provided to the Department include administration of staffing, classification, personnel, payroll, collective agreements, and professional development. The section is responsible for development and training, performance evaluation, human resource policy and planning, and human resource metrics.

Certification and Standards (Registrar)

The Certification and Standards Section is responsible for evaluating the academic and professional credentials of provincial, regional, national and international applicants for the issuance of PEI Teacher's Certificates on behalf of the Minister. The Registrar provides support to the Certification and Standards Board and implements its policies under the PEI *School Act* and Regulations. Teaching service, applications for upgrades in certification levels and additional designations are assessed by the Registrar. Information on certificate level and teaching experience is conveyed to school boards for salary placement purposes and to support the staffing and hiring process. The Registrar maintains information on the suspension, cancellation and revocation of teaching certificates and provides Statements of Professional Standing for teachers seeking certification outside of Prince Edward Island. The Registrar liaises with the Registrars for Teacher Certification Canada and strives to ensure labour mobility compliance under Chapter Seven of the Agreement on Internal Trade.

Technology in Education Section

The Technology in Education section was responsible for providing support and services for Communication and Information Technology to public schools, the Department, and school boards. This section was dissolved in January, 2013. Staff in the section were transferred to

the English Programs division, the French Programs division, and the Instructional Development and Achievement division, where they continue to provide Communication and Information Technology support.

Learning and Early Childhood Development Branch

The Learning and Early Childhood Development branch is responsible for the development and implementation of high quality programs and curriculum in both English and French to Island children from birth to the end of Grade 12. It also provides the support and services necessary to enhance programs and curriculum.

English Programs Division

The English Programs division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as support services and resources for teachers and students from kindergarten to Grade 12.

French Programs Division

The French Programs division provides leadership, coordination, and support in the development of quality French First Language, French Immersion, and Core French curricula, as well as support services and resources for teachers and students from kindergarten to Grade 12. The division also provides opportunities for teachers and students to promote French education.

Early Childhood Development Division

The Early Childhood Development section provides policy, program, and funding advice to ensure Island children have high quality learning experiences in the early years. The division provides curriculum, program development and support to Early Years Centres, supports Family Resource Centres and private regulated early childhood programs, provides Early Years Autism services, administers the direct funding program, special needs funding program, the

Best Start program, and supports healthy child development. As well, this division administers the *Child Care Facilities Act*, including the certification of early childhood educators, licensing and inspections of early childhood programs, and provides resource support to the Child Care Facilities Board and Children's Secretariat.

Instructional Development and Achievement Division

The Instructional Development and Achievement Division was formed in January, 2013. The Instructional Development section is responsible for the implementation and inservicing of new curricula in collaboration with English and French Programs curriculum specialists. The Instructional Development section is also responsible for the development and maintenance of a virtual professional learning library for Island educators, and responds to Provincial Common Assessment results.

The Achievement section provides leadership, guidance, and support to the Department and educational partners in student assessment. This section leads teachers in the development and administration of the Provincial Common Assessment program, and also administers

national and international student assessment programs and activities.

Child and Student Services Division

The Child and Student Services division provided learning supports and services to students, their families, and teachers in the public school system. It worked closely with school boards, and partners with other government Departments and community organizations on student services issues and initiatives. The Child and Student Services division was dissolved during the Department's organization restructuring in the late 2012. As direct service providers to students and clients, the majority of staff from the division were transferred to the English Language School Board and La Commission scolaire de langue française.

English as an Additional Language / French as an Additional Language (EAL/FAL) Unit

The EAL/FAL unit supports the individual learning needs of immigrant students and their successful integration into the education and early childhood development system. The EAL/FAL team also supports administrators, teachers, support staff, and board-based staff through consultation, observation, co-teaching, and professional development. The majority of EAL/FAL staff were transferred to the English Language School Board and La Commission scolaire de langue française during the Department's restructuring in late 2012.

Joint Consortium for School Health

The Pan-Canadian JCSH was established by the Council of Ministers of Education Canada and the Conference of Ministers of Health in 2005 to improve the health and academic achievement of Canadian children and youth.

The JCSH is a partnership of governments working together to promote the health of children and youth in the school setting. Together with 12 member provinces and territories (excluding Quebec) the Consortium works to strengthen collaboration among research, policy and practice communities across the health and education sectors, and to provide evidence of the impact of comprehensive school health on learning and health outcomes.

For the years 2010-2015, the JCSH Secretariat is housed in the Prince Edward Island Department

of Education and Early Childhood Development. The Secretariat, comprised of a small team under the direction of an Executive Director, coordinates and provides leadership to the work of the Consortium. For this five year period, the Management Committee of the JCSH is chaired by PEI, as is the School Health Coordinators' Committee. Under its first mandate (2005-2010), the JCSH Secretariat was housed in British Columbia.

Core funding for operations and the Secretariat is cost-shared: each year, PHAC contributes \$250,000, and member provinces and territories match this contribution (according to an agreed-upon schedule), for a total of \$500,000 annually. Prince Edward Island's contribution for 2011 is \$3,280.

FINANCIAL OVERVIEW

Department Performance Against Budget

Table 23: Performance Against Original Budget, 2012-2013

Budget Area	Budget Estimate 2012-2013	Actual 2012-2013
Finance and School Board Operations	\$208,606,700	\$208,281,940
Learning and Early Childhood Development	\$366,900	\$379,700
English Programs	\$3,113,000	\$3,113,000
French Programs	\$2,083,300	\$2,136,700
Early Childhood Development	\$12,572,100	\$12,222,400
Instructional Development and Achievement	\$1,704,700	\$1,686,700
EAL/FAL	\$290,600	\$238,500
Joint Consortium for School Health	\$500,000	\$500,000
Department Budget Total	\$229,237,300	\$228,558,940
Revenue (all sources)	\$4,336,000	\$6,016,000
Net Department Budget	\$224,901,300	\$222,542,940
Other Budget Responsibility		
Island Regulatory and Appeals Commission	\$1,358,300	\$1,358,300

Table 24: Performance Against Original Capital Budget, 2012-2013

Capital Budget Area	Budget Estimate 2012-2013	Actual 2012-2013
School Construction / School Repairs	\$17,931,200	\$17,355,000
School Bus Replacement	\$1,430,000	\$1,372,000
Department Capital Budget Total	\$19,361,200	\$18,727,000
Revenue (all sources)	\$0	\$0
Net Department Capital Budget	\$19,361,200	\$18,727,000

Division/Section Budgets and Human Resources

Table 25: Finance and School Board Operations Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	22	22	22	17
Administration	\$2,180,800	\$2,569,828	\$2,175,000	\$2,594,440
PLMDC	\$1,427,200	\$1,252,900	\$985,200	\$1,197,700
Grants to School Boards	\$183,744,600	\$188,643,220	\$193,377,800	\$204,489,800
Total	\$187,352,600	\$192,465,980	\$196,538,000	\$208,281,940

Table 26: Learning and Early Childhood Development Branch Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	2	2	2	2
Total	\$493,606	\$598,204	\$542,060	\$379,700

Table 27: English Programs Division Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	24	24	22	20
Total	\$3,037,243	\$3,458,300	\$3,024,800	\$3,113,000

Table 28: French Programs Division Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	14	17	17	15
Total	\$1,964,300	\$2,494,400	\$2,128,300	\$2,136,700

Table 29: Early Childhood Development Division Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	7	12	13	20
Early Childhood Development	\$7,702,069	\$9,222,815	\$10,650,635	\$10,881,400
Autism Services	n/a	n/a	n/a	\$1,341,000
Total	\$7,702,069	\$9,222,815	\$10,650,635	\$12,222,400

Note: Budget and HR information for the Autism Services unit prior to 2012-2013 was included in the Child and Student Services budget. See Table 31: Child and Student Services Division Budget and Human Resources, 2009-2011.

Table 30: Instructional Development and Achievement Division Budget and Human Resources, 2009 to 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	n/a	n/a	n/a	16
Instructional Development	n/a	n/a	n/a	\$880,900
Achievement	n/a	n/a	n/a	\$805,800
Total	n/a	n/a	n/a	\$1,686,700

Table 31: Child and Student Services Division Budget and Human Resources, 2009 to 2011

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	62	65	62	n/a
Student Services	\$972,400	\$1,126,400	\$1,099,356	n/a
EAL/FAL	\$2,064,700	\$2,434,600	\$2,023,220	n/a
Special Education	\$2,058,600	\$2,088,700	\$2,398,066	n/a
Autism Services	\$956,400	\$1,219,200	\$1,301,620	n/a
Total	\$6,052,100	\$6,868,900	\$6,822,262	n/a

Table 32: EAL/FAL Budget and Human Resources, 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	n/a	n/a	n/a	2
Total	n/a	n/a	n/a	\$238,500

Note: Budget and HR information for the EAL/FAL unit prior to 2012-2013 was included in the Child and Student Services budget. See Table 31: Child and Student Services Division Budget and Human Resources, 2009-2011.

Table 33: Joint Consortium for School Health Budget and Human Resources, 2012

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013
Human Resources (Full-time Equivalent)	n/a	4	4	4
Total	n/a	\$500,000	\$500,000	\$500,000



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